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A COMPREHENSIVE ASSESSMENT OF THE STATUS AND POSITION OF THE ELEMENTARY SCHOOL PRINCIPALSHIP WAS PRESENTED. QUESTIONNAIRES WERE SENT TO 3,506 PRINCIPALS. BASED UPON 1,146 RESPONSES THE DATA WERE ANALYZED AND PRESENTED IN THESE CATEGORIES--(1) ORGANIZATION OF THE ELEMENTARY SCHOOL, (2) PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE PRINCIPAL, (3) SALARY AND TENURE, AND (4) POLICIES EMPLOYED IN THE SCHOOL. SOME OF THE FINDINGS AND IMPLICATIONS INDICATED THAT THE SCHOOL PRINCIPALSHIP WAS THE MOST IMPORTANT ADMINISTRATIVE POSITION IN THE STRUCTURE OF PUBLIC SCHOOLS. THE REPORT LISTED 35 OF THE MORE IMPORTANT FINDINGS AND DISCUSSED IMPLICATIONS OF (1) ORGANIZATION, (2) SIZE OF THE SCHOOL, (3) FAMILY INCOME, (4) SEX, (5) EDUCATION, AND (6) OTHER RELATED AREAS. (RS)

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by
W. G. STONER and JOHN RASCOE

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THE ELEMENTARY SCHOOL PRINCIPALSHIP IN TEXAS

by

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W. M. Stoker and John Rascoe

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CHAPTER I

BACKGROUND OF THE STUDY

I. THE PROBLEM

The elementary school principalship is a changing professional development. Thirty years ago this position was often occupied by a head teacher who had the responsibilities of filing reports and maintaining discipline. Since World War II the elementary school principal has become generally recognized as an important and professional position.

In spite of the elementary school principalship's improved position in the administrative structure of the school system, there are many problems of acceptance and recognition faced by this group. Also, there are many areas of improvement with which this group should be concerned. History teaches that a group must improve its own image and proficiency before achieving the desired recognition. Before a profession can move forward to a large and concerted degree, it must first understand its status. The purpose of this study has been to assess the position of the elementary school principalship in Texas with the hope that there will be a resulting improvement in this important phase of school administration. The authors will present the facts as analyzed but they will take the liberty of drawing inferences and making conclusions. If a reader is interested only in the objective evidence with no interpretations, he can read the tables.

II. THE PROCEDURE

In September, 1965 a questionnaire which had been used by John T. Rascoe at the University of Houston under the direction of Milo E. Kearney was revised and submitted to fifty graduate students and West Texas State University faculty members for proof reading and criticism. The questionnaire was then revised based on various needs for clarification and printed for distribution. The questionnaire is in the appendix.

The Division of Research, Texas Education Agency, supplied a list of all active Texas Elementary School Principals. Each of these 3506 principals received a copy of the questionnaire with an explanatory letter. The first mailing was between October 21 and November 4, 1965.

On January 18, 1966 over forty-six per cent, 1625, of the questionnaires had been returned.

The second mailing began January 24, 1966. Another questionnaire with a reminder letter was sent to all principals who had not responded at the first request. This second mailing resulted in an additional return of 559 questionnaires. Of the total of 2184 questionnaires returned, thirty-eight were not usable for a variety of reasons. This left a group of 2146 completed questionnaires. This study, therefore, is based on these 2146 questionnaires which represent 61.2 per cent of all elementary school principals in the state of Texas during the school year 1965-1966. Many questionnaires were not entirely complete; however, the available data on these incomplete questionnaires were used. This will explain why many items do not add up to the 2146 total.

The authors believe the sixty-one per cent return is statistically significant although a study of this magnitude can never study the entire population. Inferences drawn throughout this report recognize that this represents sixty-one per cent, not all, of the elementary school principals in Texas.

The data on the 2146 questionnaires were transferred to IBM punch cards by the Data Processing Center of West Texas State University. W. M. Stoker and Faye Holt worked with Marilyn Johnson in establishing a program to acquire the desired information. This group found time and machine availability were too limited to produce everything desirable. The Data Processing Center has all of the information stored on cards. This will permit many other studies to be made in the future. Additional studies of the entire group can be made, and also, studies of particular counties or areas can be conducted and compared with the total group.

III. LIMITATIONS

This study is limited entirely to the questionnaire with its well known limitations. The data acquired depend on the honesty of the respondent. Since the questionnaires were unsigned there could be no predicted reason to suspect anything except complete honesty in supplying these data. It was noted, as could be expected, that a small number was completed carelessly and hastily. The authors believe that the large majority of the elementary school principals recognized the value of the study and took the task seriously.

It is notable that, with the very limited resources available for this study, there are only two other known studies of the elementary principalship--national, regional, or local--which reports data from a larger number of principalships. Few studies of the elementary principalship have found a higher ratio of participation by elementary principals. This may be of encouragement to those of limited resources desiring to objectively study areas related to the professional elementary principal. The fact that such data were available from limited means may further indicate to professional groups of elementary principals that guidance in the solution of problems may be--from a very practical point of view--available on a much more objective basis than in the past.

It should be emphasized that this study represents only a beginning point in the collection of objective data regarding the elementary principalship in Texas. As is indicated throughout the study, many more questions exist regarding the elementary principalship as a result of this study. It is suggested that this may be the logical result of research in any significant area. Questions are frequent on the predication that questions, in many instances, may be more significant than facts. More specifically, the question may enhance the depth of interpretation of the facts and relationships.

It should further be pointed out that this study represents the first extensive attempt to identify the professional status of the elementary principalship in Texas.

CHAPTER II

THE ORGANIZATION OF THE ELEMENTARY SCHOOL

It was the purpose in the collection of the data to determine the patterns of grades administered in the organization of the elementary schools, the size of the schools, and the level of family income in the neighborhoods served by the elementary schools of the study.

Grades under administration. Table I indicates that a majority of elementary schools include a grade range which does not conform to a pattern of limiting the elementary school to the first six grades. There seems to be no set pattern of organization. This may indicate a need for further investigation regarding the desirability of limiting the program of the elementary school to the first six grades. The varied patterns of grades administered in the elementary schools of Texas may indicate a professional need for a more effective means of communication of research data relating to elementary school organization. It is possible that the need does not yet exceed the available resources.

While the frequency of ungraded elementary schools is not definite, the obvious small number might be of considerable significance in view of the extensive attention which has been given to the ungraded approach to school organization in literature.

TABLE I

GRADES UNDER ADMINISTRATION

	Number	Per Cent
Grades 1 To 6	937	43.7
Grades 1 To 8	542	25.3
Grades 1 To 9	134	6.2
Grades 1 To 3	38	1.8
Grades 4 To 6	16	..7
Others	359	16.7
No Response	120	5.6
Total	2146	100.0

Future research may provide information regarding the physical and material facilities and resources available to each grade level group.

Only 227 principals reported a kindergarten. Most of these were in three of the large cities.

Enrollment patterns in elementary schools. The median enrollment in the Texas elementary schools is 448 pupils according to the data presented in Table II. The extremes described in Table II may indicate a future need for further consideration of the optimum point of efficient size of the elementary school. How well can a principal be aware of the needs of six hundred students? What staff is needed if individual differences are to be dealt with to any degree? How is the task of working with parents and the general public in an understanding of the school program affected by the size of enrollment? What is the nature of problems related to the supervision of personnel in schools of various sizes? Ultimately, what is the relationship between the size of the elementary school and learning (both latent and overt behavior)? These questions remain, largely, matters of individual professional opinion and concern.

Approximate population of school district. It is apparent in Table III that the smaller school districts account for the smaller elementary schools. In the event that a larger elementary school was found to be desirable, a solution might be found in more school district consolidation. This would result in elimination of smaller

TABLE II

ENROLLMENT PATTERNS IN ELEMENTARY SCHOOLS

	Number	Per Cent
1-99	151	7.0
100-199	249	11.6
200-299	217	10.1
300-399	272	12.7
400-499	383	17.8
500-599	287	13.4
600-699	195	9.1
700-799	128	6.0
800 or More	237	11.0
No Response	27	1.3
Total	2146	100.0

TABLE III

APPROXIMATE POPULATION OF SCHOOL DISTRICT

	Number	Per Cent
Less Than 500	161	7.5
500 To 999	155	7.2
1,000 To 2,499	287	13.4
2,500 To 4,999	310	14.4
5,000 To 9,999	248	11.6
10,000 To 24,999	277	12.9
25,000 Or Over	590	27.5
No Response	118	5.5
Total	2146	100.0

elementary schools in many instances. Some isolated areas would maintain small schools but others could be combined. The majority of elementary schools are located in school districts with more than 2,500 scholastics. The degree to which possible monetary savings, resulting from larger elementary schools, are preferable to the possible advantages of greater individual attention in smaller elementary schools is an issue not completely resolved by objective data at this time. There is little doubt that there are many factors in addition to school size which would extensively influence this area.

Economic level of school district. At least ten percent of the elementary schools in Texas serve a population in which the average annual family income is less than $2,500, according to estimates of elementary principals indicated in Table IV. Families estimated to have an average annual income of more than $10,000 account for the situation prevailing in the neighborhoods served by less than three per cent of the elementary schools of Texas. These data point to possible improvements which may accrue from current extensive programs aimed at improving educational opportunities for those who may be educationally deprived. More than thirty-seven per cent of the elementary schools of Texas serve neighborhoods in which the average annual family income is estimated at less than $4,001.

The median elementary school in Texas would apparently be organized around a pattern inclusive of grades one through six, or one through eight. It would have an enrollment of 448 pupils. Seven per cent of

TABLE IV

ECONOMIC LEVEL OF SCHOOL DISTIRCT

	Number	Per Cent
Very Poor (Below $2,500 for Average Family Income)	218	10.2
Poor (Average Annual Family Income $2,500 to $4,000)	587	27.4
Average (Average Annual Family Income From $4,001 to $5,999)	941	43.8
Well-To-Do (Average Annual Family Income From $6,000 to $10,000)	283	13.2
Very Well-To-Do (Average Family Income Above $10,000)	52	2.4
No Response	65	3.0
Total	2146	20.0

the elementary schools had fewer than one hundred pupils. Seventeen per cent had an enrollment of six hundred or more.

CHAPTER III

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE ELEMENTARY SCHOOL PRINCIPAL

Basic data regarding the age, sex, undergraduate, and graduate training of the elementary principals of Texas was an area of major consideration in this study. There was no attempt to develop the data regarding the details of the individual professional programs beyond the identification of major and minor areas of study and the institutions which were responsible for training.

Sex of principals. Male principals are more frequent than female principals in the elementary schools of Texas by a ratio in excess of four males to each female, according to the data of Table V. These data may be significant in establishing future trends of the elementary principalship. The basic influences of the acceptance of the feminine-masculine roles in administration in society may be reflected in these data. Other possibilities accounting for the male-female ratio in the elementary principalship might be related to the nature and demands of the position.

Size of enrollment--age of principal. The median age of the elementary principals was established at 46.55 years. The data reported in Table VI indicate that the principals in the age groups from 35-69 administer schools of 400-499 pupils in the median case. Principals in

TABLE V

SEX OF PRINCIPALS

	Number	Per Cent
Male	1782	83.0
Female	339	15.8
No Response	25	1.2
Total	2146	100.0

TABLE VI
SIZE OF ENROLLMENT—AGE OF PRINCIPAL

	Age 25-29		Age 30-34		Age 35-39		Age 40-44		Age 45-49		Age 50-54		Age 55-59		Age 60-64		Age 65-69		Age 70 or Over		Total		Median Age
Enrollment	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Under 100 Students	13	.6	17	.8	19	.9	11	.5	19	.9	19	.9	24	1.1	14	.7	6	.3	3	.1	145	6.8	51
100 To 199 Students	17	.8	41	1.9	34	1.6	38	1.8	28	1.3	26	1.2	37	1.7	11	.5	8	.4	2	.1	242	11.3	41
200 To 299 Students	11	.5	30	1.4	40	1.9	36	1.7	12	.6	34	1.6	36	1.7	14	.7	0	.0	0	.0	213	10.1	41
300 To 399 Students	21	1.0	26	1.2	44	2.1	59	2.7	24	1.1	29	1.4	40	1.9	21	1.0	4	.2	1	.0	269	12.6	41
400 To 499 Students	10	.5	34	1.6	70	3.3	72	3.4	46	2.1	57	2.7	47	2.2	32	1.5	13	.6	0	.0	381	17.9	42
500 To 599 Students	1	.0	21	1.0	51	2.4	49	2.3	25	1.2	43	2.0	50	2.3	35	1.6	7	.3	0	.0	282	13.1	41
600 To 699 Students	2	.1	14	.7	30	1.4	31	1.4	21	1.0	39	1.8	35	1.6	17	.8	2	.1	1	.0	192	8.9	44
700 To 799 Students	2	.1	8	.4	18	.8	22	1.0	19	.9	27	1.3	18	.8	8	.4	3	.1	1	.0	126	5.8	46
800 Or More Students	5	.2	15	.7	31	1.4	42	2.0	21	1.0	40	1.9	49	2.3	24	1.1	7	.3	0	.0	234	10.9	45
*No Response	62	2.6	52	2.6	62	2.6	62	2.6	62.	2.6	62	2.6	62	2.6	62	2.6	62	2.6	62	2.6	62	2.6	
Total	82		206		337		360		215		314		336		176		50		8		2146	100.0	46.5

*Total No. Response is the same for all "age" groups the 25-24 age groups administer schools of approximately one hundred pupils fewer. Principals age seventy or older administer elementary schools of 700 to 799 pupils in the median case. However, the latter age group accounts for only eight principals and is probably an insignificant number.

Number of years of college training of the Texas elementary school principal. The median college education or elementary school principals is indicated at 5.4 years according to data of Table VII. There was no principal reporting as little as one year of college work. Nearly five per cent of the principals reported having eight years of college training. Within recent years the requirements for certification of principals was revised from a five year program to a six year program. According to these data the additional two years of graduate college training required under the current certification requirement are slightly more than the college level of training of the median elementary principal in Texas. Further research to determine the motives, incentives, and conditions involved with the additional study would appear to be of much possible significance to the improvement of the elementary principalship in Texas.

Degree status of the elementary principal. In excess of ninety per cent of the elementary principals of Texas reported having a minimum preparation of a master's degree. Nearly one per cent held doctorates.

TABLE VII

NUMBER OF YEARS OF COLLEGE TRAINING OF THE TEXAS ELEMENTARY SCHOOL PRINCIPAL

Complete Years of College Training	Number	Per Cent
One Year	1	.0
Two Years	4	.2
Three Years	10	.5
Four Years	96	4.5
Five Years	555	25.9
Six Years	827	38.5
Seven Years	476	22.2
Eight Years	106	4.9
No Response	71	3.3
Total	2146	100.0

TABLE VIII

DEGREE STATUS OF THE ELEMENTARY PRINCIPAL

	Number	Per Cent
Master's Degree	1928	89.8
Bachelor's Degree	165	7.7
Doctor's Degree	15	.7
Other	6	.3
No Degree	8	.4
No Response	24	1.1
Total	2146	100.0

These data appear to provide an important base figure upon which to develop future trends regarding the professional education of the elementary principal. Table VIII shows these data.

Institution granting last degree to elementary principals. East Texas State University, North Texas State University, Southwest Texas State College, Texas College of Arts and Industries, Sam Houston State College, West Texas State University, Stephen F. Austin State College, and Sul Ross State College either are presently under, or have in the past been under, a State governing board which implies a primary objective in the field of teacher preparation. This group of institutions provided for the highest college degree reported by 43.8 % of the elementary school principals of Texas. All other state supported institutions of higher learning accounted for 25.8% of the highest degrees held by elementary principals. East Texas State University granted 8.3% of the highest degrees held by elementary principals. The University of Texas accounted for 5.6% and Texas A & M University for less than one per cent.

It would appear that institutions having teacher training orientation in background have significantly more influence in the graduate training of in-service elementary school principals. Additional data are needed to determine the extent to which these institutions of teacher college background serve as regional institutions or whether their effective service might cover a much wider geographic area than has previously been included in the philosophy of their management. Table IX presents these data.

TABLE IX

INSTITUTION GRANTING LAST DEGREE TO ELEMENTARY PRINCIPALS

	Number	Per Cent
East Texas State University	178	8.3
North Texas State University	168	7.8
University of Houston	163	7.6
Southwest Texas State College	142	6.6
University of Texas	120	5.6
Texas College Of Arts and Industries	107	5.0
Sam Houston State College	102	4.8
West Texas State University	92	4.3
Texas Technological College	87	4.1
Stephen F. Austin State College	79	3.7
Prairie View A. and M. College	75	3.5
Sul Ross State College	71	3.3
Hardin-Simmons University	67	3.1
Texas Christian University	58	2.7
Baylor University	57	2.7
Texas Southern University	52	2.4
Southern Methodist Church	38	1.8
Trinity University	37	1.7
McMurry College	25	1.2
Texas Western College	24	1.1
Texas A. and M. University	19	.9
Texas Wesleyan College	18	.8
Texas College	17	.8
Howard Payne College	16	.7
Bishop College	15	.7
Abilene Christian College	13	.6
Our Lady Of The Lake College	10	.5
Austin College	7	.3
Midwestern University	7	.3
Wayland College	7	.3
East Texas Baptist College	6	.3
Pan American College	4	.2
Huston-Tillotson College	3	.1
*Southwestern Baptist Theological Seminary	3	.1
Southwestern University	3	.1
St. Mary's University	3	.1
Texas Women's University	3	.1
Texas Lutheran College	2	.1
**Butler College	1	.0
Jarvis Christian College	1	.0
Lamar State College of Technology	1	.0
St. Edwards University	1	.0
Mary Hardin-Baylor College	1.	.0

TABLE IX

	Number	Per Cent
Out of State		
Oklahoma Collegesand Universities	42	2.0
Colorado Colleges and Universities	26	1.2
New Mexico Colleges and Universities	19	.9
Arkansas Colleges and Universities	6	.3
Kansas Colleges and Universities	3	.1
Louisiana Colleges and Universities	1	.0
Other Out of State Colleges and Universities	90	4.2
No Response	56	2.6
Total	2146	100.0

* TEA accepted MRE at one time

** No longer approved for teacher education

Year highest degree granted. A majority of the elementary principals reported that the highest degree received was granted between 1940 and 1958. This may reflect a significant tendency for the decisions of the elementary principal to be based upon training of almost a decade in the past unless some type of effort at professional improvement has been present. Nearly half of the elementary principals received their highest degree prior to 1953. Additional data are needed to determine the extent to which elementary principals perceive the current professional training to be similar to that prior to 1953.
Reference to these data may be found in Table X.

First undergraduate major. Nearly two thirds of the elementary principals of Texas majored in areas other than education on their undergraduate degree. Ninety per cent majored in areas other than general education. It appears that there is a significant tendency for the elementary principal in Texas to have developed his undergraduate background in the direction of the humanities. There may be a need at the present time to develop predictive formulas related to success in the elementary school principalship. A possible area for investigation related to such a development might be the factors involved with this tendency toward the humanities in the undergraduate training of elementary principals. These data are reflected in Table XI.

Second undergraduate major. The tendency of elementary school principals to choose a second undergraduate major in the humanities is similar to the choice indicated to that of the first undergraduate major.

TABLE X

YEAR HIGHEST DEGREE GRANTED

	Number	Per Cent
1964 To 1965	107	5.0
1959 To 1963	355	16.5
1954 To 1958	479	22.3
1949 To 1953	717	33.4
1944 To 1948	172	8.0
1939 To 1943	132	6.2
1934 To 1938	52	2.4
1929 To 1933	20	.9
1924 To 1928	7	.3
1919 To 1923	2	.1
1914 To 1918	1	.0
1909 To 1913	1	.0
1904 To 1908	0	.0
No Response	101	4.7
Total	2146	100.0

TABLE XI

FIRST UNDERGRADUATE MAJOR

	Number	Per Cent
Social Science and History	454	21.2
Education	214	10.0
Physical Education	183	8.5
English and Foreign Language	181	8.4
Elementary Education	177	8.2
Mathematics	136	6.3
Business Administration	135	6.3
Agriculture	129	6.0
Science	116	5.4
Industrial Arts and Industrial Educatio..	73	3.4
Economics and Political Science	46	2.1
Secondary Education	35	1.6
School Administration	25	1.2
Sociology	25	1.2
Chemistry and Physics	23	1.1
Psychology	22	1.0
Music	20	.9
Home Economics	16	.7
Speech and Drama	11	.5
Art	8	.4
No Response	117	5.5
Total	2146	100.0

TABLE XII

SECOND UNDERGRADUATE MAJOR

	Number	Per Cent
Education	234	10.9
Social Science and History	201	9.4
English and Foreign Language	137	6.4
Science	68	3.2
Physical Education	64	3.0
Economics and Political Science	60	2.8
Elementary Education	34	1.6
Mathematics	32	1.5
Secondary Education	26	1.2
Business Administration	24	1.1
Agriculture	21	1.0
Sociology	19	.9
Chemistry and Physics	15	.7
Music	14	.7
Psychology	11	.5
Speech and Drama	11	.5
School Administration	10	.5
Industrial Arts and Industrial Education	7	.3
Art	6	.3
Home Economics	2	.1
No Response	1150	53.6
Total	2146	100.0

However, considerably fewer chose a second undergraduate major in education as compared with education as a choice for the first undergraduate major. This information is described in Table XII.

First undergraduate minor. The choice of the first undergraduate minor in the humanities further corroborates the tendencies indicated in the choice of first and second undergraduate majors. Fewer than twenty per cent of the principals chose a first minor in science or mathematics. These data are presented in Table XIII.

Second undergraduate minor. Most elementary principals indicate no clear choice of a second minor, according to Table XIV. Possibly the degree requirements of the institutions did not require a second minor in many cases. However, to the extent which second minors were reported, an even more pronounced tendency in the direction of the humanities was indicated.

Graduate major. Data describing the graduate majors of elementary principals in Texas are presented in Table XV. School administration accounted for slightly in excess of thirty-five per cent of the graduate majors. Thus, a significant majority of elementary principals majored in areas other than school administration. Eighty-four per cent of the elementary principals chose as a graduate to major in either school administration, education, or elementary education. Further research might profitably consider those factors which entered in to the choice of majoring in a field of education as a graduate, while majoring in the humanities as an undergraduate. The influences of

TABLE XIII

FIRST UNDERGRADUATE MINOR

	Number	Per Cent
English and Foreign Language	471	21.9
Social Science and History	359	16.7
Science	227	10.6
Education	191	8.9
Mathematics	113	5.3
Economics and Political Science	104	4.8
Physical Education	87	4.1
Sociology	45	2.1
Chemistry and Physics	44	2.1
Business Administration	42	2.0
Elementary Education	35	1.6
Agriculture	30	1.4
Speech and Drama	30	1.4
Psychology	25	1.2
Art	19	.9
Secondary Education	16	.7
Industrial Arts and Industrial Education	14	.7
Music	14	.7
School Administration	3	.1
Home Economics	3	.1
No Response	274	12.8
Total	2146	100.0

TABLE XIV

SECOND UNDERGRADUATE MINOR

	Number	Per Cent
English and Foreign Language	161	7.5
Social Science and History	137	6.4
Education	97	4.5
Science	94	4.4
Economics and Political Science	64	3.0
Mathematics	53	2.5
Physical Education	48	2.2
Psychology	23	1.1
Sociology	21	1.0
Elementary Education	19	..9
Chemistry and Physics	19	.9
Speech and Drama	18	.8
Business Administration	15	.7
Music	13	.6
Art	11	.5
Agriculture	9	.4
Industrial Arts and Industrial Education	8	.4
Secondary Education	7	.3
School Administration	5	.2
Counselor	1	.0
Home Economics	1	.0
No Response	1322	61.6
Total	2146	100.0

TABLE XV

GRADUATE MAJOR

	Number	Per Cent
School Administration	755	35.2
Education	621	28.9
Elementary Education	428	19.9
Social Science and History	64	3.0
Secondary Education	32	1.5
Agriculture	30	1.4
English and Foreign Language	18	.8
Mathematics	14	.7
Physical Education	13	.6
Business Administration	12	.6
Industrial Arts and Industrial Education	12	.6
Psychology	9	.4
Counselor	8	.4
Science	6	.3
Chemistry and Physics	5	.2
Economics and Political Science	4	.2
Music	4	.2
Sociology	3	.1
Speech and Drama	3	.1
Home Economics	2	.1
Others	1	.0
No Response	102	4.8
Total	2146	100.0

certification laws may be significant. The desire to secure a type of training in the direction of more direct application to school problems may have some influence in this profile.

Knowledge and opinion of the 1964 revised program for certification of school administrators. Table XVI reflects the awareness and opinion of the elementary principals of Texas to extensive revisions of the guide lines for institutional programs for the training of elementary principals which were made effective by the state board of education in 1964. These regulations were not retroactive. Thus, the regulations did not directly affect the in-service elementary school principals at the time of the decision to revise the programs. There may have been an indirect effect. It appears that nearly fifteen per cent of the elementary principals were not acquainted with the revised program in 1964. There may have been some degree of ambiguity in this query in the possibility that principals reporting that they were not acquainted with the 1964 revisions may have intended to convey the notion that they were unfamiliar with the details of the revisions rather than a complete lack of awareness of the program in general. However, the data indicating that more than sixty-five per cent did not respond to the question may have implications of significance. It appears that some evaluation of the revised programs of training elementary principals on a continuing basis may be desirable.

Teaching principal and economic level of elementary school districts. Table XVII indicates a slight tendency for teaching principals

TABLE XVI

KNOWLEDGE AND OPINION OF THE 1964 REVISED PROGRAM FOR CERTIFICATION OF SCHOOL ADMINISTRATORS AUTHORIZED BY THE STATE BOARD OF EDUCATION

Acquainted with 1964 Revised Program								Opinion of 1964 Revised Program									
Yes		No		No Response		Total		Favorable		Unfavorable		Neutral		No Response		Total	
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1746	81.4	316	14.7	83	3.9	2146	100	195	9.1	86	4.0	57	2.7	1409	65.7	1747	81.5

TABLE XVII

TEACHING PRINCIPAL

ECONOMIC LEVEL OF TEXAS ELEMENTARY SCHOOL DISTRICTS

Ecomonic Level of District	Number	Per Cent
Very Poor (Below $2,500 for Average Annual Family Income)	68	3.2
Poor (Average Annual Family Income $2,500 to $4,000)	234	10.9
Average (Average Annual Family Income $4,001 to $5,999)	266	12.4
Well To Do (Average Annual Family Income $6,000 to $10,000)	26	1.2
Very Well To Do (Average Family Income Above $10,000)	3	.1
No Response	81	3.8
Not In This Group*	1468	68.4
Total	2146	100.0

*Full Time Principal

to be found more frequently in those neighborhoods of lower family income.

Full time principal and economic level of Texas elementary school districts. Table XVIII gives further indication that teaching principals would less likely be found in neighborhoods in which families received relatively higher income. Full time principals are to be found with almost twice the frequency in the average, well-to-do, and very well-to-do neighborhoods as compared with the neighborhoods of poor and very poor income.

Future plans--desired positions. Data described in Table XIX indicate that the elementary school principal does not have ambition toward other professional positions. Apparently he is content to look forward to a career in his present position. More than seventy-seven per cent responded that remaining an elementary principal was their major professional direction. This may indicate a high potential for the future improvement of the professional elementary principalship. Further investigation may point toward a desire for more effort toward professional improvement. In the past the elementary principalship has been considered a stepping stone professionally. This seems to be no longer true.

Participation in professional activities. Table XX indicates that a vast majority of elementary principals participated in activities of professional improvement. The most popular activities were workshops,

TABLE XVIII

FULL TIME PRINCIPAL
ECONOMIC LEVEL OF TEXAS ELEMENTARY SCHOOL DISTRICTS

Economic Level	Number	Per Cent
Very Poor (Below $2,500 for Average Annual Family Income)	149	6.9
Poor (Average Annual Family Income $2,500 to $4,000)	346	16.1
Average (Average Annual Family Income $4,001 to $5,999)	668	31.1
Well-To-Do (Average Annual Family Income $6,000 to $10,000)	256	11.9
Very Well-To-Do (Average Family Income above $10,000)	49	2.3
Not In This Group*	597	27.7
No Response	81	3.8
Total	2146	100.0

*Teaching Principal

TABLE XIX

FUTURE PLANS -- DESIRED POSITION

	Number	Per Cent
Remain Elementary Principal	1671	77.9
Superintendent of Schools	101	4.7
Senior High School Principal	41	1.9
College Teaching	34	1.6
Classroom Teaching	28	1.3
Junior High School Principal	19	.9
Assistant Superintendent	10	.5
Supervisor or Counselor	9	.4
Retire	9	.4
Undecided	8	.4
Self-Employment	2	.1
Industry	1	.0
Others	164	7.6
No Response	49	2.3
Total	2146	100.0

TABLE XX

PARTICIPATION IN PROFESSIONAL ACTIVITIES
1962 To 1965

	Number	Per Cent
Participated In Local Workshops	1753	81.7
Attended District TSTA Convention	1688	78.7
Administered In-Service Faculty Program	1481	69.0
Attended State TEPSA Convention	1172	54.6
Attended District TEPSA Convention	1099	51.2
Attended State TSTA Convention	1064	49.6
Attended College Summer School	946	44.1
Attended NEA Convention	170	7.9
Taught In College Summer School	83	3.9
Others	602	28.1

regional professional conventions, and in-service training programs. These data would appear to emphasize possibilities for further improvement of the elementary principalship through programs of regional nature. Perhaps the geographical areas of Texas would be logical points upon which to focus professional improvement programs of the future. Similar developments may be found in the development of other professional educational groups in Texas. Specifically, the "drive-in" conference approach may be indicated here as a possible technique of profit.

It was the purpose of this chapter to report the certain aspects of the personal and professional characteristics of the elementary school principals of Texas.

The median elementary school principal in Texas is indicated to be a male in his middle forties. He has some graduate study beyond the master's degree. The institution responsible for his graduate education was one which is state supported and has a background of orientation as a "teachers college" at some point in its history. The elementary school principal in Texas is indicated to be interested and active in professional improvement; however, he may be reserved in his judgment as to the desirability of recent changes in training programs of elementary school principals. The elementary school principal tended to major in the humanities as an undergraduate and in some area of professional education as a graduate.

CHAPTER IV

THE SALARY AND TENURE OF THE ELEMENTARY PRINCIPAL

There can be little doubt that progress in the improvement of the salary and tenure of elementary principals has some significant relationship to the professional development of the principalship. Gathering basic reference data by which progress in the areas of salary and tenure might be measured in the future was an important objective of this study.

Present salary 1965-66. A median annual salary of $8,000 to $8,999 is shown in Table XXI. The majority of the principals are salaried on a basis of eleven or twelve months of service. Less than seven per cent are salaried on a nine months basis. There appears to be some tendency for the higher salaries to be paid on a longer period of service. There were no salaries above the $10,000 to $10,999 category paid for less than ten months of service. Half of those principals earning $12,000 or over were paid on a twelve months basis and half were paid for eleven months of service. However, there were only eight cases in which the salary of the elementary principal exceeded $12,000. This indicates the impossibility of a principal ever reaching a professional salary. The median salary for those principals on a nine month contractual basis was $6,485; $8,497 for those on a ten month basis; $9,234 for those on an eleven month basis; and $8,707 for those on a basis of

TABLE XXI

PRESENT ANNUAL SALARY 1965-66

	1965-66		12 Months		11½ Months		11 Months		10½ Months		10 Months		9½Months		9 Months	
Less than $5,000	35	1.6	14	.7	0	.0	1	.0	0	.0	0	.0	1	.0	18	.8
$5,000 To $5,999	109	5.1	47	2.2	0	.0	0	.0	2	.1	8	.4	16	.7	36	1.7
$6,000 To $6,999	213	9.9	67	3.1	0	.0	5	.2	11	.5	31	1.4	63	2.9	33	1.5
$7,000 To $7,999	348	16.2	87	4.1	0	.0	22	1.0	26	1.2	69	3.2	96	4.5	38	1.8
$8,000 To $8,999	455	21.2	116	5.4	2	.1	115	5.4	69	3.2	86	4.0	56	2.6	7	.3
$9,000 To $9,999	591	27.5	165	7.7	5	.2	278	13.0	63	2.9	61	2.8	13	.6	3	.1
$10,000 To $10,999	274	12.8	85	4.0	4	.2	133	6.2	28	1.3	15	.7	3	.1	4	.2
$11,000 To $11,999	81	3.8	47	2.2	0	.0	17	.8	9	.4	7	.3	0	.0	0	.0
$12,000 Or Over	8	.4	4	.2	0	.0	4	.2	0	.0	0	.0	0	.0	0	.0
No Response	32	1.5	(Total."No Responses" for all Contracts Number 56 -- Per Cent 2.6)													
Total	2146	100	632	29.6	11	.5	575	26.8	208	9.6	277	12.8	248	11.4	139	6.4

twelve months. The reduction in median salary of those elementary principals on an eleven month and a twelve month basis may be a notation of some significance although the study furnished no explanation of this difference.

Salary changes from 1956 to 1966. Table XXII reports the response of elementary principals to the query of the difference in their salary if they held their same position a decade ago. Fewer than seven per cent reported a salary increase of less than $1,000. The median increase was approximately $2,730, which is an appreciable difference. Seventeen per cent of the principals reported an increase of from $4,000 to $7,000. The wide range and patterning of salary increase over the past ten year period may tend to indicate that there is a need to identify those factors which are related to salary increases or lack of increase. Is salary increase a matter of geographic area? Local economic wealth? Educational leadership? Educational level of school patrons? Or is it several different factors? How might the systems and factors providing for principals salaries become more efficient? Professional principalship groups need to encourage efforts to answer these types of questions.

Principals salary structure. The salary of the elementary principal is finally set by the local school board in the case of most elementary principals. However, nearly one fourth of the elementary school principals are salaried on the minimum salary required by state statute. There is an indication that no pattern of determining

TABLE XXII

SALARY CHANGES FROM 1956 TO 1966
(IF IN SAME POSITION)

	Number	Per Cent
No Increase	3	.3
Less Than $1,000 Increase	59	6.2
$1,000 To $1,999 Increase	209	22.0
$2,000 To $2,999 Increase	277	29.1
$3,000 To $3,999 Increase	242	25.4
$4,000 To $4,999 Increase	113	11.9
$5,000 To $5,999 Increase	23	2.4
$6,000 To $6,999 Increase	3	.3
More Than $7,000 Increase	23	2.4
Total	952	100.0

elementary principals' salaries exist in the state. Related information is described in Table XXIII.

Personal and professional ambitions discontinued because of inadequate salary. Of those elementary principals reporting ambitions which had to be discontinued because of limitation of salary, most indicated that further education and travel were omitted. These data may be most significant as it would appear to be somewhat closely related to one avenue of professional improvement. This may suggest a possible need for a program of stipend support for the further education of elementary principals similar to that employed in many other areas and financed under the National Defense Education Act and the National Science Foundation. It might be of considerable significance that more than three-fourths of the elementary principals either did not respond to the question or indicated that they had not discontinued any personal or professional ambition. Perhaps this reflects the general atmosphere of contentment in the position of the elementary principalship. Table XXIV reports these data.

Number of dependents. Table XXV indicates that the elementary principal wholly supports a median of 3.5 dependents. Table XXVI reports that in the median case the salary of the elementary principal partially supports 1.6 additional dependents.

Time spent on other jobs. Agricultural interests account for the leading second job of elementary principals. A majority of the

TABLE XXIII
PRINCIPALS SALARY STRUCTURE

	Number	Per Cent
Set By Board of Education	1185	55.2
State Schedule	532	24.8
Tenure and Training	56	2.6
No Response	373	17.4
Total	2146	100.0

TABLE XXIV

PERSONAL AND PROFESSIONAL AMBITIONS DISCONTINUED BECAUSE OF INADEQUATE SALARY

	Number	Per Cent
None	798	37.2
Furthering Education and Travel	469	21.9
Unable To Attend Professional Meetings	11	.5
Favorable	6	.3
Hoped To Go Into Better Business	4	.2
Others*	77	3.6
No Response	781	36.4
Total	2146	100.0

*Better home, two cars, better education for family, wife had to work outside the home, couldn't afford civic club membership, and after school jobs.

TABLE XXV

NUMBER OF DEPENDENTS WHOLLY

	Number	Per Cent
0	70	3.3
1	407	19.0
2	395	18.4
3	389	18.1
4	431	20.1
5	296	13.8
6	157	7.3
No Response	1	.0
Total	2146	100.0

TABLE XXVI

NUMBER OF PARTIAL DEPENDENTS

	Number	Per Cent
0	291	13.6
1	1253	58.4
2	376	17.5
3	146	6.8
4 Or More	61	2.8
No Response	19	.9
Total	2146	100.0

principals indicated that their vocational interests are limited to the elementary principalship. The large No Response category probably means that these people were not employed during the school year in work outside the school. Table XXVII reports these data.

Adequate salary and money available. It was the objective of information in Table XXVIII to determine what the elementary principals felt would be an adequate salary. Further, it was a purpose to determine whether, in the opinion of the elementary principal, the money to provide the salary was available. The median response indicated that an adequate salary would be $10,477. In comparison with the actual median salary reported in Table XXI of $8,773 an additional salary of approximately $1,674 would be necessary to pay the principal what he thinks he should receive. Slightly more than thirty-nine per cent of the principals felt that the money was not available. The median adequate salary of those who felt the funds were not available is indicated at $10,000 to $10,999. The median salary which would be adequate in the opinion of the principals who felt the funds were available was also $10,000 to $10,999.

Predecessor's position. The questions producing the data presented in Table XXIX were designed to determine the frequency and direction in which elementary principals move professionally. These data suggest, once again, the stability of the elementary principalship. More than half reported that their predecessor assumed another principalship, is deceased, or they did not know the direction of vocational

TABLE XXVII

TIME SPENT ON OTHER JOBS

		Number	Per Cent
None		436	20.3
Agriculture	1 To 4 Hours Per Week	49	2.3
	5 To 8 Hours Per Week	51	2.4
	9 To 12 Hours Per Week	42	2.0
	13 Or More Hours Per Week	41	1.9
	Unspecified	36	1.7
Selling	1 To 4 Hours Per Week	29	1.4
	5 To 8 Hours Per Week	13	.6
	9 To 12 Hours Per Week	6	.3
	13 Or More Hours Per Week	11	.5
	Unspecified	9	.4
Skilled Craft	1 To 4 Hours Per Week	4	.2
	5 To 8 Hours Per Week	8	.4
	9 To 12 Hours Per Week	1	.0
	12 Or More Hours Per Week	6	.3
	Unspecified	0	.0
Labor	1 To 4 Hours Per Week	1	.0
	5 To 8 Hours Per Week	5	.2
	9 To 12 Hours Per Week	3	.1
	13 Or More Hours Per Week	4	.2
	Unspecified	1	.0
Others	1 To 4 Hours Per Week	56	2.6
	5 To 8 Hours Per Week	49	2.3
	9 To 12 Hours Per Week	29	1.4
	13 Or More Hours Per Week	46	2.1
	Unspecified	53	2.5
No Response		1157	53.9
Total		2146	100.0

TABLE XXVIII

ADEQUATE SALARY AND MONEY AVAILABLE

	Number	Per Cent
$4000 to $4999 - Money Is Available	4	.2
Money Not Available		.0
$5000 to $5999 - Money Is Available	8	.4
Money Not Available	11	.5
$6000 to $6999 - Money Is Available	37	1.7
Money Not Available	34	1.6
$7000 to $7999 - Money Is Available	70	3.3
Money Not Available	76	3.5
$8000 to $8999 - Money Is Available	146	6.8
Money Not Available	128	6.0
$9000 to $9999 - Money Is Available	167	7.8
Money Not Available	126	5.9
$10,000 to $10,999 - Money Is Available	261	12.2
Money Not Available	186	8.7
$11,000 to $11,999 - Money Is Available	119	5.5
Money Not Available	97	4.5
$12,000 to $12,999 - Money Is Available	156	7.3
Money Not Available	129	6.0
$13,000 or More - Money Is Available	72	3.4
Money Not Available	61	2.8
No Response	258	12.0
Total	2146	100.0

TABLE XXIX

PREDECESSOR'S POSITION

	Number	Per Cent
Principal In Another Locality	493	23.0
No Predecessor	344	16.0
Don't Know	166	7.7
Deceased	93	4.3
In A Profession Other Than Education	60	2.8
Industry	48	2.2
Self Employed	35	1.6
Full Time Graduate Work	15	.7
Agriculture	14	.7
*Others	839	39.1
No Response	39	1.8
Total	2146	100.0

*On Following Table

TABLE XXX

PREDECESSOR'S POSITIONS
*OTHERS--SPECIFIC POSITIONS

	Number	Per Cent
Retired	154	7.1
Elementary Classroom Teacher	131	6.2
Transferred To Another School in System	110	5.3
Superintendent of School	53	2.5
Consultant and Supervisor	40	1.9
Junior High School Principal	37	1.7
High School Principal	30	1.4
Assistant Superintendent	22	1.0
*College Personnel	21	1.0
Secondary Classroom Teacher	18	.8
Curriculum Coordinator	18	.8
Discontinued Teaching	15	.7
Counselor	11	.6
Director of Personnel and School Business Manager	11	.6
Coach and Teacher-Coach	11	.6
County Superintendent	10	.5
Director-Vocational and Evening School	9	.4
Assistant High School Principal	6	.2
Special Education-(Director or Coordinator)	4	.1
Graduate Work	4	.1
**Others	19	.8
Not Usable	66	3.0
No Response	39	1.8
Total	839	39.1

* College Presidents 3; Head of Guidance Department 1; College Teachers 17.

** Job Corp 2; County Judge 2, County Agent 2; Fired 2; Boy Scout Executive 1; Military 1; Ministry 1; Government Program 1; TSTA 1; TEA 1; U. S. Department of Education 1.

mobility. Other categories in Table XXX reinforce the concept of the stability of the elementary school principalship. There is little indication that conditions of stress or public pressure encourage much of the professional mobility reported.

Reason for leaving previous positions. The authors wish to point out the fact that the section of positions occupied before becoming a principal has questionable validity for two reasons: (1) This section was quite often misunderstood, and (2) many principals apparently completed this section carelessly. With this admonition, this material was included since it was considered to be a significant part of the study.

The leading incentive for leaving past positions is indicated as financial in Table XXXI and Table XXXII. The acquiring of an administrative position is indicated with second greatest frequency. Prospects for future research might profitably include investigation in the direction of establishing which types of elementary schools are most efficient and which are most gratifying personally in the opinion of those principals having experience in a variety of different types of elementary schools. Tables XXXIII and XXXIV reinforce the importance of the financial motive in the route of advancement to the present elementary principalship.

Last four positions held. The most frequent position reported as a first position was that of elementary classroom teacher. About half as many took a first position as a high school teacher. Slightly more

TABLE XXXI
REASON FOR LEAVING FIRST OF LAST FOUR POSITIONS

	Number	Per Cent
More Money	518	24.1
Advancement to Administrative Position	148	6.9
Transfer Within School System	106	4.9
Moved	104	4.8
Larger School	62	2.9
Consolidated	21	1.0
Health	5	.2
More Convenient	4	.2
Military Service	1	.0
Others	62	2.9
No Response	1115	52.0
Total	2146	100.0

TABLE XXXII

REASON FOR LEAVING SECOND OF LAST FOUR POSITIONS

	Number	Per Cent
More Money	374	17.4
Advancement To Administrative Position	229	10.7
Transfer Within School System	143	6.7
Moved	95	4.4
Larger School	62	2.9
Consolidated	20	.9
More Convenient	10	.5
Health	4	.2
Military Service	3	.1
Others	30	1.4
No Response	1176	54.8
Total	2146	100.0

TABLE XXXIII

REASON FOR LEAVING THIRD OF LAST FOUR POSITIONS

	Number	Per Cent
Advancement To Administrative Position	290	13.5
More Money	208	9.7
Transfer Within School System	129	6.0
Larger School	52	2.4
Moved	49	2.3
Health	8	.4
Consolidated	8	.4
More Convenient	6	.3
Military Service	3	.1
Others	8	.4
No Response	1385	64.5
Total	2146	100.0

TABLE XXXIV

REASON FOR LEAVING FOURTH OF LAST FOUR POSITIONS

	Number	Per Cent
Advancement To Administrative Position	120	5.6
Transfer Within School System	100	4.7
More Money	83	3.9
Larger School	27	1.3
Moved	10	.5
More Convenient	3	.1
Consolidated	3	.1
Health	1	.0
Military Service	0	.0
Others	0	.0
No Response	1799	83.8
Total	2146	100.0

than twelve per cent apparently began their careers as an elementary principal. First positions in coaching is the case of nearly twelve per cent of the elementary principals. This proves that "retired" coaches do not make up a considerable number of the elementary principals as some may think. The elementary school principals apparently arrived at the elementary principalship by the time they reached their fourth professional position, in the median case. These data are reflected in Table XXXV.

Tenure in each of last four positions held. The tendency to become permanent after serving in a position from three to eight years is indicated in Table XXXVI. In all positions of the sequence it appears that few principals were mobile after a three to eight year period of service.

Summary. In the median case, the elementary school principal in Texas earns a salary of $8,773. He would consider an adequate salary to be $10,477--a raise of approximately $1,674. His salary is finally determined by the local school board with no seeming pattern although some districts have specific schedules. During the past ten years his salary has increased approximately $2,730. If he has discontinued personal or professional ambitions, it has been travel or further education. The median elementary school principal wholly supports 3.53 dependents and partially supports a 1.61 dependent. He does not generally have a second vocation. The elementary principalship is a position of stability. It appears that public pressures have little effect on the

TABLE XXXV

LAST FOUR POSITIONS HELD

	First Position		Second Position		Third Position		Fourth Position	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Elementary Teacher	721	33.6	455	21.2	282	13.1	23	1.1
High School Teacher	354	16.5	223	10.4	123	5.7	11	.5
Junior High School Teacher	283	13.2	200	9.3	112	5.2	12	.6
Elementary School Principal	265	12.3	611	28.5	802	37.4	1155	53.8
Coach	256	11.9	191	8.9	93	4.3	6	.3
Secondary Principal Or Superintendent	116	5.4	217	10.1	225	10.5	52	2.4
Physical Education	19	.9	16	.7	4	.2	1	.0
Agriculture	4	.2	4	.2	5	.3	0	.0
Others	56	2.6	105	4.9	79	3.7	15	.7
No Response	72	3.4	124	5.8	421	19.6	871	40.6
Total	2146	100.0	2146	100.0	2146	100.0	2146	100.0

TABLE XXXVI

TENURE IN EACH OF LAST FOUR POSITIONS HELD

	First Position		Second Position		Third Position		Fourth Position	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1 To 2 Years	746	34.7	589	27.4	419	19.5	217	56.9
3 To 8 Years	658	30.7	686	32.0	586	27.3	333	15.5
9 To 14 Years	122	5.7	162	7.5	177	8.2	196	9.1
15 To 19 Years	35	1.6	28	2.2	48	2.2	104	4.8
20 To 24 Years	10	.5	16	.7	32	1.5	47	2.2
25 To 29 Years	5	.2	6	.3	8	.4	14	.7
30 Or More Years	9	.4	6	.3	7	.3	13	.6
No Response	561	26.2	633	29.5	869	40.5	1222	56.9
Total	2146	100.0	2146	100.0	2146	100.0	2146	100.0

stability of the principalship. The incentives of greater financial remuneration or advancement are the most frequent reasons when the elementary principal changes positions.

TABLE XXXVII

REASON FOR LEAVING LAST FOUR POSITIONS

	First Position		Second Position		Third Position		Fourth Position	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Better Salary	518	24.1	374	17.4	208	9.7	83	3.9
Promotion (administrative)	148	6.9	229	10.7	290	13.5	120	5.6
Transfer Within System	106	4.9	143	6.7	129	6.0	100	4.7
Moved	104	4.8	95	4.4	49	2.3	10	.5
Larger School	62	2.9	62	2.9	52	2.4	27	1.3
Consolidated	21	1.0	20	.9	8	.4	3	.1
Health	5	.2	4	.2	8	.4	1	.0
More Convenient	4	.2	10	.5	6	.3	3	.1
Military Service	1	.0	3	.1	3	.1	0	.0
Other	62	2.9	30	1.4	8	.4	0	.0
No Response	1115	52.0	1176	54.8	1385	64.5	1799	83.8
Total	2146	100.0	2146	100.0	2146	100.0	2146	100.0

CHAPTER V

POLICIES EMPLOYED IN THE ELEMENTARY SCHOOL

It is the purpose of this chapter to present data related to the manner in which the elementary school principal distributes his working hours and the manner in which he would distribute this time if, in his opinion, conditions were ideal. The assistance needed by the principals in order to achieve the ideal time schedule is also a point of question in these data. Further, it is an objective of this chapter to determine the extent to which certain selected practices related to the improvement of the school program, personnel management, public relations and other aspects of the operation of the elementary school are employed.

Principal's time schedule. From data presented in Table XXXVIII it appears that the elementary principal spends 10.12 hours per day in the performance of his duties, in the median case. More than one out of every four principals reported that they spent an average of between eleven and twelve hours per day in their professional duties.

Hours spent on Saturday. Table XXXIX reveals that most elementary school principals do not usually spend any time at school on Saturday. However, slightly more than forty per cent spend one or more hours involved with school duties on Saturday.

TABLE XXXVIII

PRINCIPALS TIME SCHEDULE

	Number	Per Cent
Less Than 7 Hours Per Day	3	.1
7-8 Hours Per Day	210	9.8
9-10 Hours Per Day	1240	57.8
11-12 Hours Per Day	576	26.8
Over 12 Hours Per Day	97	4.5
No Response	20	.9
Total	2146	100.0

TABLE XXXIX

HOURS SPENT ON SATURDAY

	Number	Per Cent
Usually None	1227	57.2
1 Hour	313	14.6
2 Hours	324	15.1
3 Hours	161	7.5
4 or More Hours	83	3.9
No Response	38	1.8
Total	2146	100.0

Per cent of time spent-daily average. Table XL indicates that, on a daily average, the elementary school principal spends up to twenty per cent of his time in each of the following areas: classroom duties, clerical duties, supervisory duties, pupil personnel work, public relations, and miscellaneous activities. Administrative duties tend to take more time.

Per Cent of time spent according to sex, age group, and income group. There appears to be almost no difference between the manner in which the male and female principal distributes their time among the various duties of the principalship. Likewise there is little significant difference between the younger and senior principals, nor between the higher or lower salary groups. The greatest disparity of any item is the extent of variation of nearly four per cent difference in the time given to classroom duties by principals less than thirty-nine years of age and the time given to classroom duties by principals earning more than $2,000 per year. The disparity here is slightly more than four per cent and does not appear to be statistically significant. While it may be difficult to account for the lack of disparity between income and age groups, and between sexes, this may lend credence to the estimates of the principals regarding their time schedules. It may indicate that the requirements of the principalships are so obvious that sex, age or income conditions do not influence the decisions relating to the manner in which time would be most efficiently spent. Other studies have shown much difference in performance of young and older

TABLE XL

PERCENT OF TIME SPENT
DAILY AVERAGE

	0-20%		21-40%		41-60%		61-80%		81-100%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clerical Duties	1697	79.1	304	14.2	116	5.4	22	1.0	7	.3	2146	100
Classroom Duties	1650	76.9	143	6.7	152	7.1	142	6.6	59	2.7	2146	100
Administration	998	46.5	758	35.3	296	13.8	76	3.5	18	.8	2146	100
Supervision	1347	62.8	618	28.8	154	7.2	24	1.1	3	.1	2146	100
Pupil Personnel	1908	88.9	214	10.0	18	.8	3	.1	3	.1	2146	100
Community Relations	2109	98.3	20	.9	8	.4	1	.0	8	.4	2146	100
Miscellaneous	2112	98.4	21	1.0	4	.2	4	.2	5	.2	2146	100

principals, male and female principals. These data are presented in Table XLI, Table XLII, Table XLIII, Table XLIV, Table XLV and Table XLVI.

Per cent of time spent-ideal. If elementary school principals could develop their ideal time schedule, they would make some changes. It might be of much significance that the principals would increase their miscellaneous and clerical duties and decrease the time spent in supervision, pupil personnel work, and administration. These data are presented by comparison of Table XXXIX with Table XLVII.

Conditions impeding achieving ideal. Such a variety of reasons are put forth to account for conditions which impede the realization of the ideal time schedule that it may be fundamentally significant that there appear to be no conditions uniform throughout Texas to account for barriers obstructing the ideal time schedule. Nearly twenty-three per cent of the principals cited the lack of clerical assistance as a hindrance to spending their time most efficiently. This information is conveyed in Table XLVIII.

Secretarial help of elementary principals. A majority of the elementary school principals reported having at least one full time secretary. However, nearly one third of the elementary schools had no secretarial assistance. This lack points to a possibility that the elementary principals in these cases may spend much of their time doing secretarial work. The lack of economy in failure to provide for a secretary might be suggested in these cases. The principal who is

TABLE XLI

PERCENT OF TIME SPENT--DAILY AVERAGE
AGE 39 YEARS AND UNDER

	0-20%		21-40%		41-60%		61-80%		81-100%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clerical Duties	1159	78.6	213	14.4	84	5.7	14	.9	5	.3	1475	100
Classroom Duties	1136	77.0	102	6.9	109	7.4	92	6.2	36	2.4	1475	100
Administration	685	46.4	507	34.4	215	14.6	57	3.9	11	.7	1475	100
Supervision	943	63.9	410	27.8	106	7.2	15	1.0	1	.1	1475	100
Pupil Personnel	1307	88.6	154	10.4	13	.9	0	.0	1	.1	1475	100
Community Relations	1447	98.1	15	1.0	8	.5	1	.1	4	.3	1475	100
Miscellaneous	1451	98.4	16	1.1	3	.2	3	.2	2	.1	1475	100

TABLE XLII

PERCENT OF TIME SPENT—DAILY AVERAGE
AGE 40 YEARS AND OLDER

	0-20%		21-40%		41-60%		61-80%		81-100%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clerical Duties	507	80.6	83	13.2	30	4.8	8	1.3	1	.2	629	100
Classroom Duties	483	76.8	41	6.5	40	6.4	47	7.5	18	2.9	629	100
Administration	291	46.3	239	38.0	74	11.8	19	3.0	6	1.0	629	100
Supervision	373	59.3	202	32.1	44	7.0	9	1.4	1	.2	629	100
Pupil Personnel	560	89.0	60	9.5	5	.8	2	.3	2	.3	629	100
Community Relations	621	98.7	5	.8	0	.0	0	.0	3	.5	629	100
Miscellaneous	619	98.4	5	.8	1	.2	1	.2	3	.5	629	100

TABLE XLIII

PERCENT OF TIME SPENT--DAILY AVERAGE
MALE

	0-20%		21-40%		41-60%		61-80%		81-100%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clerical Duties	1393	78.2	262	14.7	101	5.7	20	1.1	6	.3	1782	100
Classroom Duties	1379	77.4	116	6.5	122	6.8	117	6.6	48	2.7	1782	100
Administration	828	46.5	633	35.5	247	13.9	60	3.4	14	.8	1782	100
Supervision	1118	62.7	517	29.0	126	7.1	19	1.1	2	.1	1782	100
Pupil Personnel	1584	88.9	176	9.9	17	1.0	2	.1	3	.2	1782	100
Community Relations	1750	98.2	17	1.0	7	.4	1	.1	7	.4	1782	100
Miscellaneous	1758	98.7	11	.6	4	.2	4	.2	5	.3	1782	100

TABLE XLIV

PERCENT OF TIME SPENT—DAILY AVERAGE
FEMALE

	0-20%		21-40%		41-60%		61-80%		81-100%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clerical Duties	283	83.5	39	11.5	15	4.4	2	.6	0	.0	339	100
Classroom Duties	253	74.6	25	7.4	30	8.8	23	6.8	8	2.4	339	100
Administration	158	46.6	116	34.2	46	13.6	16	4.7	3	.9	339	100
Supervision	216	63.7	95	28.0	23	6.8	5	1.5	0	.0	339	100
Pupil Personnel	300	88.5	38	11.2	1	.3	0	.0	0	.0	339	100
Community Relations	335	98.8	3	.9	1	.3	0	.0	0	.0	339	100
Miscellaneous	329	97.1	10	2.9	0	.0	0	.0	0	.0	339	100

TABLE XLV

PERCENT OF TIME SPENT—DAILY AVERAGE
$7999 OR LESS

	0-20%		21-40%		41-60%		61-80%		81-100%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clerical Duties	1124	79.8	189	13.4	75	5.3	16	1.1	5	.4	1409	100
Classroom Duties	1107	78.6	95	6.7	89	6.3	81	5.7	37	2.6	1409	100
Administration	634	45.0	502	35.6	202	14.3	58	4.1	13	.9	1409	100
Supervision	862	61.2	418	29.7	113	8.0	15	1.1	1	.1	1409	100
Pupil Personnel	1240	88.0	153	10.9	13	.9	1	.1	2	.1	1409	100
Community Relations	1386	98.4	14	1.0	4	.3	1	.1	4	.3	1409	100
Miscellaneous	1390	98.7	14	1.0	3	.2	0	.0	2	.1	1409	100

TABLE XLVI

PERCENT OF TIME SPENT—DAILY AVERAGE
$8000 OR MORE

	0-20%		21-40%		41-60%		61-80%		81-100%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clerical Duties	573	77.7	115	15.6	41	5.6	6	.8	2	.3	737	100
Classroom Duties	543	73.7	48	6.5	63	8.5	61	8.3	22	3.0	737	100
Administration	364	49.4	256	34.7	94	12.8	18	2.4	5	.7	737	100
Supervision	485	65.8	200	27.1	41	5.6	9	1.2	2	.3	737	100
Pupil Personnel	668	90.6	61	8.3	5	.7	2	.3	1	.1	737	100
Community Relations	723	98.1	6	.8	4	.5	0	.0	4	.5	737	100
Miscellaneous	722	98.0	7	.9	1	.1	4	.5	3	.4	737	100

TABLE XLVII

PERCENT OF TIME SPENT
IDEAL

	0-20%		21-40%		41-60%		61-80%		81-100%		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clerical Duties	998	46.5	758	35.3	296	13.8	76	3.5	18	.8	2146	100
Classroom Duties	1347	62.8	618	28.8	154	7.2	24	1.1	3	.1	2146	100
Administration	1908	88.9	214	10.0	18	.8	3	.1	3	.1	2146	100
Supervision	2109	98.3	20	.9	8	.4	1	.0	8	.4	2146	100
Pupil Personnel	2112	98.4	21	1.0	4	.2	4	.2	5	.2	2146	100
Community Relations	2119	98.7	20	.9	6	.3	1	.0	0	.0	2146	100
Miscellaneous	1910	89.0	92	4.3	103	4.8	28	1.3	13	.6	2146	100

TABLE XLVIII

CONDITIONS IMPEDING ACHIEVING IDEAL

	Number	Per Cent
Lack of Clerical Help	489	22.8
Part Time Classroom Teacher	152	7.1
Federal Program Paper Work	76	3.5
Full Time Classroom Teacher	50	2.3
Financial Condition of School District	34	1.6
Other	443	20.6
No Response	902	42.0
Total	2146	100.0

primarily a clerk-secretary makes no sense. There are obviously some schools of comparatively large size without secretarial assistance. Slightly less than ten per cent of the schools provide for a part time secretary. Table IL describes these data.

Types of employees needed in schools. Table L shows that librarians would be staff personnel most likely to be mentioned as needed or most needed. Physicians and general supervisors are indicated as personnel least likely to be needed in the school program. Of possible significance is the lack of response to personnel which is most needed. Slightly fewer than thirty per cent of the principals did not identify any specific staff personnel as "most needed." There may be a need to determine whether this lack of response is the result of adequate staff, the availability of staff, the lack of imaginative perception of the potential of the school program, or the conservative nature of elementary principals. This may reflect a need to emphasize content relating to the effective use of staff personnel in the training programs of the elementary principals.

Individual time schedule outside school hours. Table LI indicates a tendency for elementary principals to spend time outside of school hours on relaxation and self improvement. However, a significantly large share of the principals spend one to six hours per week on matters of school system improvement. A majority of the elementary principals spend one to two hours per week on matters related to the improvement of the profession.

TABLE IL

SECRETARIAL HELP OF ELEMENTARY PRINCIPALS

	Number	Per Cent
One or more full time secretaries	1137	53.0
One half time secretary	136	6.3
One fourth time secretary	76	3.5
None	702	32.7
No Response	95	4.4
Total	2146	100.0

TABLE L

TYPES OF EMPLOYEES NEEDED IN YOUR SCHOOL

	Most Needed		Needed		No Response		Total	
	No.	%	No.	%	No.	%	No.	%
Librarian	139	6.5	978	45.6	1029	47.9	2146	100
Counselor	94	4.4	842	39.2	1210	56.4	2146	100
Secretary	189	8.8	740	34.5	1217	56.7	2146	100
Assistant Principal	51	2.4	333	15.5	1762	82.1	2146	100
Nurse	48	2.2	585	27.3	1513	70.5	2146	100
Social Worker	29	1.4	327	15.2	1790	83.4	2146	100
Psychologist	24	1.1	306	14.3	1816	84.6	2146	100
Kindergarten	39	1.8	318	14.8	1789	83.4	2146	100
General Supervisor	18	.8	251	11.7	1877	87.5	2146	100
Doctor	7	.3	84	3.9	2055	95.8	2146	100
Others	28	1.3	269	12.5	1849	86.2	2146	100

TABLE LI

INDIVIDUAL TIME SCHEDULE OUTSIDE OF SCHOOL HOURS INCLUDING SATURDAY AND SUNDAY

Hours	None		1 To 2 Hours		3 To 4 Hours		5 To 6 Hours		7 To 8 Hours		9 To 10 Hours		11 Hours & Over		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Self Improvement	296	13.8	431	20.1	454	21.2	503	23.4	153	7.1	206	9.6	103	4.8	2146	100
Relaxation	338	15.8	239	11.1	352	16.4	380	17.7	195	9.1	315	14.7	327	15.2	2146	100
School System Improvement	434	20.2	798	37.2	400	18.6	309	14.4	52	2.4	103	4.8	50	2.3	2146	100
Improving The Profession	619	28.8	1131	52.7	198	9.2	132	6.2	17	.8	29	1.4	20	.9	2146	100

Principal's administrative responsibilities. Table LII shows a clear policy followed in the median elementary school situation which would provide for the encouragement of school assemblies, the principal's responsibility to make time allotments within his school, and the recognition of the elementary principal as the leader in the development and execution of the school program. The role of the elementary principal is clearly identified in written policy in nearly three out of four cases. However, some responsibilities are shared with other sources of authority on some matters, such as personnel assignment. Competitive activities for pupils do not appear to be encouraged in the majority of cases. A possible matter of concern to the elementary principalship might well be those minority cases in which the elementary principal is not regarded as the head of the school program with authority to develop and execute the school program. While these cases tend to fall in the minority, it could represent a serious lack in the total professional picture. Further consideration might be given to those areas in which the major part of decision making is primarily in the domain of sources of authority other than the elementary principal.

Supervision. Table LIII shows that a significant majority of elementary principals visit each classroom at least once per month. The practice of allowing or encouraging teachers to visit other teachers is not practiced in the majority of cases. More than eighty-five per cent of the elementary principals make use of citizens as resource people in the instructional program.

TABLE LII

PRINCIPAL'S ADMINISTRATIVE RESPONSIBILITIES

	Yes		No		Occassionally		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Do you encourage school assemblies?	1354	63.1	235	11.0	504	23.5	53	2.5	2146	100
Does your school participate in interscholastic events?	816	38.0	1102	51.4	171	8.0	57	2.7	2146	100
Does you school participate in interscholastic competition in areas other than athletics?	654	30.5	1272	59.3	167	7.8	53	2.5	2146	100
Do you have responsibility for the selection and assignment of the teachers in your school?	832	38.8	642	29.9	619	28.8	53	2.5	2146	100
Do you have the responsibility for making the daily and weekly time allotments within your school?	1640	76.4	235	11.0	215	10.0	56	2.6	2146	100
Do you have the responsibility for determining the content and subject areas within your school (within the state law)?	1041	48.5	565	26.3	485	22.6	55	2.6	2146	100
Are you responsible for determining the specific methods of instruction used in your school?	964	44.9	471	21.9	652	30.4	59	2.7	2146	100
Are you responsible for the selection of textbooks used in your school?	427	19.9	883	41.1	772	36.0	64	3.0	2146	100
Do you prepare the school budget?	568	26.5	1321	61.6	208	9.7	49	2.3	2146	100
Are you consulted regarding the general policies of the school system?	1218	56.8	325	15.1	550	25.6	53	2.5	2146	100
Are you clearly recognized as the responsible head of the school unit with authority to plan, with the faculty group and community, and carry out a program for the school?	1704	79.4	144	6.7	244	11.4	54	2.5	2146	100
Does your school board have a clear, written policy regarding your role as elementary principal?	1509	74.1	343	16.0	146	6.8	67	3.1	2146	100

TABLE LIII

SUPERVISION

	Yes		No		Ocassionally		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Do you usually visit each classroom at least once a month?	1494	69.6	144	6.7	461	21.5	46	2.1	2146	100
Do you provide for inter-visitation of classes by teachers with other schools?	508	23.7	1039	48.4	554	25.8	44	2.1	2146	100
Do you provide for citizens to contribute to the children's learning experience?	1150	53.6	251	11.7	689	32.1	55	2.6	2146	100

Principal-teacher relations. It seems clear from the data described in Table LIV that most of the elementary schools have a definite, stated philosophy of education, that they clarify policies of the school in writing, that most schools have a definite program for curriculum development, and that the orientation of new teachers follows a planned procedure. More than one of every five elementary school principals report that they retain teachers other than those who show high professional promise. It might be significant to future investigations to more precisely identify the level of efficiency which is maintained on the faculty. More than one of every five elementary principals has no definite system of teacher evaluation.

Dealing directly with parents. Slightly more than five per cent of the elementary principals have no program for the evaluation of pupil achievement in academic subjects. In addition, slightly more than six per cent of the principals indicate a partial system of evaluation in academic subjects.

Parents-school relations. A significant majority of elementary principals follow policies encouraging communication and school visitation by school patrons, as reported in Table LVI. Apparently radio and school newspapers find limited effectiveness as a means of communication. Home visitation is encouraged by more than sixty-one per cent of the elementary school principals.

The last question of the questionnaire was open ended and asked the principal to add any additional comments concerning the elementary

TABLE LIV

PRINCIPAL - TEACHER RELATIONS

	Yes		No		Ocassionally		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Do you have a definite system of teacher evaluation?	1353	63.0	469	21.9	237	11.0	87	4.1	2146	100
Do you provide for social activities which include the entire staff?	1110	51.7	379	17.7	574	26.7	83	3.9	2146	100
Do you retain permanently only those teachers who show high professional promise?	1109	51.7	477	22.2	394	18.4	166	7.7	2146	100
Do you provide for teacher participation in curriculum work on school time?	1084	50.5	486	22.6	526	24.5	50	2.3	2146	100
Does your school have a definite, written philosophy of education?	1771	82.5	254	11.8	70	3.3	50	2.3	2146	100
Does your school have a continual program for the development of the curriculum?	1678	78.2	207	9.6	211	9.8	50	2.3	2146	100
Do you provide a handbook for teachers which states the policies of the school?	1827	85.1	212	9.9	70	3.3	35	1.6	2146	100
Do you have a specific plan for the orientation of new teachers?	1566	73.0	353	16.4	186	8.7	41	1.9	2146	100
Is pressure used to cause teachers to join T.S.T.A. and N.E.A.?	159	7.4	1594	74.3	309	14.4	84	3.9	2146	100

TABLE LV

DEALING DIRECTLY WITH PARENTS

	Yes		No		Ocassionally		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Does your school have a student council or comparable organization?	563	26.2	1434	66.8	78	3.6	71	3.3	2146	100
Do you accompany students on field trips?	792	36.9	492	22.9	781	36.4	79	3.7	2146	100
Do you know each pupil in your school well enough to call him by name?	789	36.8	921	42.9	363	16.9	73	3.4	2146	100
Do you have a program for the evaluation of pupil achievement in Academic subjects?	1852	86.3	112	5.2	134	6.2	48	2.2	2146	100

TABLE LVI

PARENTS - SCHOOL RELATIONS

	Yes		No		Ocassionally		No Response		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Do you hold open-hourse events for parents?	1882	87.7	61	2.8	134	6.2	69	3.2	2146	100
Do you provide opportunities for teachers and parents to work on school problems cooperatively?	1283	59.8	198	9.2	596	27.8	68	3.2	2146	100
Do you issue bulletins to parents on matters concerning the school?	1470	68.5	212	9.9	394	18.4	69	3.2	2146	100
Do you live in the community which your school serves?	1358	63.3	699	32.6	23	1.1	66	3.1	2146	100
Do you Provide for the observance of Texas Education Week?	1967	91.7	55	2.6	57	2.7	67	3.1	2146	100
Do you provide for the observance of American Education Week?	1178	54.9	596	27.8	297	13.8	75	3.5	2146	100
Do you use local radio for school programs?	489	22.8	1186	55.3	386	18.0	85	4.0	2146	100
Do you encourage visitation to pupil homes?	1322	61.6	323	15.1	426	19.9	75	3.5	2146	100
Does your school issue a regular school newspaper?	316	14.7	1620	75.5	168	7.8	41	1.9	2146	100

school principalship. Only thirteen per cent added comments. The following are representative:

1. Elementary schools should have money for supplies but the money is spent on secondary schools for band and athletics.
2. The secondary principal is full time but the elementary princiapl is not.
3. Elementary principals are least appreciated and most underpaid.
4. More clerical and secretarial help is needed.
5. The principal needs more authority.
6. There is difficulty in getting faculties to change.
7. The principal should have more authority in teacher selection.
8. This is the best job in the world. I would not change it for any other position.

Summary. The elementary principal, in the median case, spends over fifty hours per week in the performance of school duties. His distribution of this time seems to have little relationship to sex, age group, or salary group. The elementary principal spends in somewhat general fashion equal time among clerical duties, classroom duties, supervisory duties, pupil personnel work, public relations, and miscellaneous duties. Administrative duties tend to take more of his time than other responsibilities. The elementary school principal indicates that he would ideally spend more time with miscellaneous and clerical duties and less time with supervision, pupil personnel work, and administration. The elementary principal does not appear to have strong feeling about the need for additional professional personnel; however, the need for additional staff is indicated. Most frequently mentioned is the need for secretaries, librarians, and counselors. A majority of the elementary principals have full time secretaries but more than thirty-two per cent of the principals have no secretarial assistance. The elementary school principal appears to be the recognized head of the school program. The elementary principal encourages many types of communications between home and school. He is active in the supervision of teachers.

CHAPTER VI

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS FOR OTHER STUDIES

I. SUMMARY

A carefully prepared questionnaire was sent to each elementary school principal in the state of Texas during the school year 1965-1966. After one reminder had been sent, 2146, 61 per cent, usable questionnaires were returned. The entire study was based on these results.

This was designed as a status study with the hope that this would furnish a point of departure for studies in depth in the area of elementary school administration. Recognizing some personal biases, the authors believe the elementary school principalship is the most important administrative position in the structure of public schools.

The position of elementary school principal has changed rapidly in recent years toward a professionally recognized role, demanding a highly educated person with tremendous leadership capabilities.

Some principals lament the fact that their positions are not recognized as being highly professional, and there is a need for better recognition. Before this desired status can be fully realized the principals will have to lift themselves by improving their images, higher training, better selectivity, harder work, and more research.

Some of the findings are:

1. There are no set patterns of elementary school organization. Grades one to six seem to be the most common. Only a few school systems operate kindergartens.
2. The median enrollment of elementary schools was 448.
3. Ten per cent of the principals serve in schools where the average family income is under $2,500. Less than three per cent serve areas where the annual estimated family income is over $10,000.
4. This study indicates the fact that Texas is not a rich state.
5. Eighty-three per cent of the principals are men.
6. The median age of the principal was 46.5 years.
7. The median number of years of college training was 5.4.
8. More than ninety per cent hold a master's degree. Only fifteen from the group had earned doctorates.
9. The last degree, usually a master's, had probably been granted by a college from the teachers college group. East Texas State University, North Texas State University, University of Houston, and Southwest Texas State College were the top four in that order.
10. Almost half had received this degree prior to 1953.
11. The first undergraduate major was most likely to be in the social sciences. Only 8.2 per cent had majored in elementary education.

12. The second undergraduate major, if any, was likely to be education or social science.
13. Most of the principals had a graduate major in either school administration, education, or elementary education.
14. Most of the principals who expressed an opinion of the revised 1964 standards for administrative certificates were favorable.
15. Over three-fourths of the principals intended to remain in that position. Some aspired to be superintendents or secondary school principals.
16. Professional activities listed in order were: local workshops, district Texas State Teachers Association conventions, and in-service programs.
17. Fifty-four per cent had attended the state convention of the Texas Elementary Principals and Supervisors Association.
18. The principal was most likely to be employed on an eleven month contract.
19. The median annual salary was $8,773.00.
20. Other than the one-fourth of the principals on the state minimum salary there seemed to be no state wide pattern for determining his salary. Many principals did not know how his salary was determined.
21. If the principal were in this same position ten years ago his median increase in salary has been $2,730.

22. The principal is supporting 3.5 dependents.
23. The principal thinks he should be paid $1674.00 more than he is making.
24. His predecessor probably left this position for another principalship.
25. When a principal left a previous position it was usually for more money.
26. Before becoming a principal he was probably an elementary school teacher but there was a good possibility that he was a secondary school teacher.
27. The principal spends over ten hours each day in the performance of his duties.
28. There was no discernible differences in the work schedule of principals when compared by sex and age.
29. Twenty per cent of the principals spent more than 21% of their time doing clerical work. Administrative and supervisory duties often seemed neglected.
30. In an ideal situation, many principals stated they would still perform clerical tasks.
31. Lack of clerical help and having to teach were the most often mentioned conditions impeding achieving ideal work schedules.
32. More than one-third of the principals had no secretarial help.

33. The felt need of additional help was for librarians, counselors, and secretaries.
34. A majority of principals visit classrooms at least once each month.
35. Many principals think their schools are discriminated against in favor of the secondary schools.

II. IMPLICATIONS

The authors were admittedly liberal in drawing inferences from these findings. Some of these statements could not be supported by the data. They are presented, when not supported, in an attempt to provoke thought, discussion, and further study in the elementary school principalship..

Organization. It seems that school organizations are often set by buildings available, sometimes a discarded high school, and other factors unrelated to effective organization for teaching elementary school children. Few school districts have kindergartens and apparently most principals do not feel the need for them. The new emphasis on Headstart and children with language difficulties may change these attitudes rapidly.

Size of School. The median size of the elementary school is larger than was anticipated. Many theorists believe quite large elementary schools are detrimental to small children. The increasing urbanization makesthe small neighborhood elementary school obsolete in the future. New ways of maintaining individuality may have to be devised within the framework of the large and sprawling school.

Average family income. There is a common myth that Texas is a wealthy state. It may be by some measures but these findings corroborate other studies that show many principals are dealing with poverty and near poverty groups. There is a well known wide range among the thirty-five hundred elementary schools.

Sex. Undoubtedly thirty years ago most elementary school principals were women. Men now outnumber women four to one. There are several explanations for this; however, there may be cause for concern here. Outside of a few cities, women apparently are discriminated against and have practically no possibility of becoming principals. No study has shown the overwhelming superiority of a man principal. It seems that a school should select the best person available for the open position whether it is a man or woman. Apparently, other criteria are used.

Education. The principal usually has one and one half years of graduate education. The 1964 standards, not retroactive, call for a minimum of two years of graduate work. Although most principals will not be required to do so, it seems likely that many will want to return to college and complete the minimum of two years of graduate work. The rapid expansion of knowledge is, of course, another good reason for the need for additional education. Several years ago there were predictions that the future administrator would be a person with a doctorate. Since only fifteen of those principals responding have doctorates, this does not seem to be a trend. Although ninety per cent have a master's degree one wonders why any principal in the state is allowed to hold the position without at least a master's degree. Perhaps most of these are older principals on the verge of retirement.

Colleges granting the last degree. The last degree, most often a master's degree, was usually the program which was specifically related to administration. With the exception of the University of Houston, the top schools were from the teacher's college group. Since these schools are producing the principals, it seems that research and development money in this area should be placedin them rather than some of the better known universities. Many lay advisory board members think that universities with reputations for programs in other areas are producing most of the administrators. This would seem logical but the facts do not warrant the conclusions.

Out-of-state principals. Few principals received their last degrees outside of Texas. This may indicate that Texas is, as often accused, too provincial. Perhaps horizons would be broadened by seeking more principals beyond the state boundaries. Colleges have long been concerned about the dangers of inbreeding. Apparently, the public schools have not been particularly concerned here.

Undergraduate preparation. One would logically expect most elementary school principals to have majored in elementary education.

The data show a quite small minority have done so. For reasons undetermined in this study, principals have mostly likely majored in one of the social sciences. Until recent years, and still true to some extent, elementary school principals have been educated as secondary school teachers. This implication should be of particular concern to the profession.

Desire to remain an elementary school principal. The elementary school principalship could never hope to receive professional status when a large per cent of its members were aspirants for other positions. This seems to be no longer the situation. Almost all of these principals planned to remain in the elementary school principalship. This indicates a recognition of the worth of this phase of administration and a general satisfaction with the work and remunerations.

Salaries. The median annual salary of $8,773 is not good pay in relation to the long period of preparation, long hours of work, and heavy responsibilities. If the profession hopes to improve its caliber of members, there must be major efforts to improve salaries. Most people of high ability are not going into positions where there is little possibility of a comfortable salary. The fact that there has been a big increase in salaries during the past ten years, in spite of increased inflation, is cause for optimism. Although the Legislature may furnish some unsolicited raises, the profession itself should make efforts toward a more adequate remuneration.

The principal thinks he should be paid one to two thousand dollars more than he is receiving. Perhaps it is human nature to think you are underpaid regardless of the salary. It would be interesting to compare this attitude in ten years when salaries will be presumably higher.

Moonlighting. Few elementary school principals are gainfully employed outside the school. Studies have shown that most men teachers engage in some moonlighting activities. Principals, with longer hours and more pay, seem to find little time and/or inclination for other work. If he does, it is likely to be in some area of agriculture.

Selection of elementary school principals. In past years, and perhaps some recently, people have often thought of the elementary principalship as a good position for a retired coach or fired superintendent, or perhaps for the agriculture teacher to fill if his program is discontinued. This is not to imply that former coaches, superintendents, and agriculture teachers never make good elementary principals. It should be of tremendous professional concern, however, if the vital position of the elementary school principalship is ever allowed to be a place "to retire to." The authors know of at least a few instances where this indefensible situation existed.

Performance of principals. A detailed analysis of the work schedule of the principal would be a study as large as the remainder of this one. For various reasons, too many elementary school principals spend little time in administration and supervision. It would seem that almost all of the time should be in these areas. Unfortunately, many principals still spend an inordinate amount of time performing clerical tasks. It seems ridiculous to employ a principal and require him to spend most of his time performing duties that a clerk, paid one-fourth as much, could do better. Principals are quick, with some justification, to blame superintendents and boards of education for not supplying help. On the other hand, some principals with adequate clerical help still remain clerks. It is also appalling to note that many principals would continue to perform clerical duties in what they think would be an ideal situation. Why would a principal choose to do any clerical or secretarial work? Perhaps part of the responsibility remains with colleges and universities responsible for professional preparations of principals. Could it be that a large number of principals do not know how to be effective administrators and supervisors and thus occupy their time with trivial work? Perhaps there are several explanations for this situation.

Opinions of principals. The whole questionnaire was designed to emphasize facts, not opinions. There was one question, the last one, that permitted the principal to express his opinions. Although only thirteen per cent expressed an idea, some of these may be significant. There are other reasons to corroborate the fact that some elementary school principals believe the elementary level of instruction is discriminated against, not receiving its share of funds, attention, and emphasis. Some felt too much time had to be devoted to administering federal aid programs. Others believed the elementary school principal had no real authority. A few principals expressed a desire to return to the classroom as a teacher. Perhaps this section invited complaints, but some of these may bear further consideration and study.

III. RECOMMENDATIONS

The following recommendations are made in view of the findings of this study:

1. There is a need to repeat this study every five years in the interest of discerning trends in the elementary school principalship.
2. Professional groups in Texas should do further work in clarifying the objectives of the elementary school principalship profession.
3. A national study of this type should be made.
4. Groups should use the heretofore unused data acquired by this questionnaire for many other studies.
5. There is a need to take steps in the direction of developing a more adequate basis for arriving at the salary of the elementary school principal.
6. Other projects, using on the site interviews and studies, should be made in the elementary schools. These projects could provide information to supplement data acquired from questionnaires.
7. Programs providing for stipends for studies in areas related to elementary school administration should be given close study by the profession.

8. Studies pointed toward the identification of the optimum school size and organization should be accelerated.
9. Detailed studies of the need for elementary school librarians and counselors should be conducted immediately.
10. There is a need to study the elements which influence the principal's concept of the school and the potentials of the school program.
11. Some methods of studying the principals from psychological vantage points should be derived and implemented.

As can be seen, this list could be almost endless. It is sincerely hoped that this study will raise a multitude of questions that will be answered in the future.

APPENDIX

APPENDIX

West Texas State University
Department of Educational Administration
Canyon, Texas
October, 1965

Dear Principal:

A study of the status of the elementary school principalship in Texas is being conducted by this university. The information requested by the enclosed questionnaire will be used as a basis for this study.

This information is of the utmost importance to the profession. If each principal will spend fifteen or twenty minutes filling out this questionnaire, this vital information can be obtained.

All information received will be confidential, and none of the information gained will be connected to any individual or school.

Thank you for your help.

Please return the questionnaire in the enclosed stamped envelope.

Yours very truly,

W. M. Stoker

W. M. (Fred) Stoker, Project Director

School Number__________
County District Number_______

GENERAL INFORMATION

1. What grades are under your administration? (Check one)
☐ 1-6 ☐ 1-8 ☐ 1-9 ☐ 1-3 ☐ 4-6 ☐ __________________
(List other)

2. Does your school have a kindergarten? ☐ Yes ☐ No

3. Enrollment in your school?
☐ 99 or less ☐ 100-199 ☐ 200-299 ☐ 300-399 ☐ 400-499 ☐ 500-599
☐ 600-699 ☐ 700-799 ☐ 800 or more

4. Regular full time faculty members in your building?
Men_________ Women_________

5. Part time faculty members in your school: (Do not include substitutes)
Men_________ Women_________

6. Approximate population of community served by your school district.
☐ Less than 500 ☐ 500-999 ☐ 1,000-2,499 ☐ 2,500-4,999 ☐ 5,000-9,999
☐ 10,000-24,999 ☐ 25,000 or over

7. Check the general type of community area immediately surrounding your school.

Economic Level

☐ Very Poor (Below $2,500 for average annual family income)

☐ Poor (Average Annual Family Income $2,500-$4,000)

☐ Average (Average Annual Family Income From $4,001 to $5,999)

☐ Well-to-do (Average Annual Family Income From $6,000-$10,000)

☐ Very Well-to-do (Average Family Income Above $10,000)

PERSONAL AND PROFESSIONAL INFORMATION

1. Your sex: Male____ Female____

2. Check your age group: ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐ 45-49
☐ 50-54 ☐ 55-59 ☐ 60-64 ☐ 65-69 ☐ 70 or over

3. Check the number of years of college training.
(Complete years) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

4. What is your highest degree?	Institution granting degree?	Year Granted
☐ No Degree	______________	________
☐ Bachelor's	______________	________
☐ Master's	______________	________
☐ Doctor's	______________	________
☐ Other______________ (Please specify	______________	________

5. What are your undergraduate majors?____________________________________

6. What were your undergraduate minor(s)?__________________________________

7. What are your graduate majors?_______________________________________

8. Are you acquainted with the 1964 revised program for the certification of school administrators as recently authorized by the State Board of Education? ☐ Yes ☐ No
Comments____

9. ☐ Are you a full time principal? ☐ teaching principal?
(Check one)

10. Do you plan to remain an elementary principal? ☐ Yes ☐ No
If you do not plan to remain an elementary principal please list the position you desire in the future________________________________

11. In which of the following types of activities have you participated in the past three years (1962-1965):
☐ Administered an in-service program for faculty
☐ Attended college summer school as a student
☐ Participated in college summer school as an instructor
☐ Attended state T.S.T.A. convention
☐ Attended district T.S.T.A. convention
☐ Participated in local workshops
☐ Attended N.E.A. convention
☐ Attended State T.E.P.S.A. convention
☐ Attended district T.E.P.S.A. meeting
☐ Other__________________________
☐ _______________________________

PRINCIPAL'S INCOME

1. What is your present annual salary? ☐ Less than $5,000 ☐ $5,000-$5,999 ☐ $6,000-$6,999 ☐ $7,000-$7,999 ☐ $8,000-$8,999 ☐ $9,000-$9,999 ☐ $10,000-$10,999 ☐ $11,000-$11,999 ☐ $12,000 or more

2. Is this salary for twelve months? ☐ Yes ☐ No
If "no", check one: ☐ 9 ☐ 9½ ☐ 10 ☐ 10½ ☐ 11 ☐ 11½

3. If you were employed in this same position in 1956, what was your salary then? ☐ Less than $4,000 ☐ $4,000-$4,999 ☐ $5,000-$5,999 ☐ $6,000-$6,999 ☐ $7,000-$7,999 ☐ $8,000-$8,999 ☐ $9,000-$9,999 ☐ $10,000 or more

4. What is the present formula or schedule for determining the salary of principals in your district? (Please describe in detail)____________________

5. What plans or personal and professional ambitions, if any, have had to be discontinued because of an inadequate salary? ______________________

6. Including yourself, how many persons are wholly dependent on your income?
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more

7. How many additional partial dependents do you have? ☐ 0 ☐ 1 ☐ 2
☐ 3 ☐ 4 or more

8. Do you work on any other job or position other than the principalship? If so please give the type of work and the time spent each week in this activity. (Do not include summer only work)

Type work		Time spent each week	
☐ Selling	☐ Labor	☐ None	☐ 1-4 hours
☐ Agricultural	☐ Skilled Craft	☐ 5-8	☐ 9-12
☐ Other______		☐ 13 or more	

9. In your opinion, what would be an adequate salary for the position you now hold? ☐ $4,000-$4,999 ☐ $5,000-$5,999 ☐ $6,000-$6,999 ☐ $7,000-$7,999 ☐ $8,000-$8,999 ☐ $9,000-$9,999 ☐ $10,000-$10,999 ☐ $11,000-$11,999 ☐ $12,000-$12,999 ☐ $13,000 or over

10. With your knowledge of the amount of money available in your school system, do you think funds are available to pay this suggested salary? ☐ Yes ☐ No

PRINCIPAL'S TENURE

1. Where did your predecessor go? (Check one)
   - ☐ Don't know
   - ☐ Accepted a principalship in another locality
   - ☐ Took a position in industry
   - ☐ Went into business for himself
   - ☐ Entered a profession other than education
   - ☐ Went into the field of agriculture
   - ☐ Deceased
   - ☐ You were the first to hold the principalship in your school, therefore you have no predecessor
   - ☐ Doing full time graduate work
   - ☐ Other (Please specify)______________________

2. Data concerning positions held during your career in education. Please list, in order, from first to last, positions you have held.

Sequence	Position If elem., list grade If sec., list subject	School District	Size of School (No. of teachers in school system)	Years in Position	Reason for leaving
A. Example	Teacher 5th grade	Wilton, Texas	14	2 years 1953-1955	more pay

B. First
Position

C. Second
Position

D. Third
Position

E. Fourth
Position

(Please list others)

THE PRINCIPAL'S TIME SCHEDULE

1. Including the lunch hour, how many hours do you average putting in at school each day? (Include school work handled at home or elsewhere)
☐ Less than 7 ☐ 7-8 ☐ 9-10 ☐ 11-12 ☐ over 12

2. How many hours do you usually spend at the school on Saturday?
☐ Usually none ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

3. Approximately what percentage of your average daily time is given to each of the following:

   a. Clerical duties--tasks that could be assigned to a school secretary, such as typing letters, filing, answering telephone, distributing supplies, making records, etc? ________%
   b. Classroom duties--regular teaching and preparation time? ________%
   c. Administration--general management involving professional background and experience such as planning building schedule, school lunch program, ordering school supplies, preparing budget, inspecting building, interpreting superintendents and the school board's rules, enforcing rules, personnel management, coordinating assistants, etc. ________%
   d. Supervision--analysis and improvement of instruction, such as helping teachers with instructional materials, conferences on methods and aids, instructional testing of groups, giving or arranging demonstrations, visiting classes, etc. ________%
   e. Pupil personnel--study and adjustment of pupils as total personalities, such as physical and mental tests of individual status, interviews with pupils, interviews with parents, visiting homes, work with visiting teachers, etc. ________%

f. Community relations--contacts and participation with agencies outside the school; such as P.T.A., School Bulletins and Professional group meetings, etc. ________%

g. Miscellaneous--activities not readily included under any of the above groups.(List)____ ____
____
________%

4. If conditions were ideal--how do you think your time might be distributed, so as to perform the work of a principal with greater effectiveness?
Clerical ________________Per Cent
Classroom teaching ________________Per Cent
Administration ________________Per Cent
Supervision ________________Per Cent
Pupil Personnel ________________Per Cent
Community Relations ________________Per Cent
List other______________ ________________Per Cent

5. List one or two tasks that most impede your achieving this ideal________
____

6. How much secretarial help do you have? ☐ 1 or more full time ☐ 1/2 time ☐ 1/4 time ☐ none

7. Check the types of employees needed in your school, which would help you meet the ideal time distribution.
Double check the one most needed.
☐ Librarian
☐ Doctor
☐ Counselor
☐ Nurse
☐ Psychologist
☐ Secretary
☐ Social Worker
☐ Assistant Principal
☐ General Supervisor
☐ Kindergarten
☐ Please list others____

8. Including Saturdays and Sundays, how many hours in a typical week are you able to give to the following:

a. Systematic self-improvement along professional lines, such as individual reading and professional courses____________hours per week
b. Relaxation--your own recreational, hobby, and cultural program ____________hours per week
c. School system improvement--such as conferences on school system problems, school system committee, etc.____________hours per week
d. Improving the profession--such as local education, state and national education association____________hours per week

ADMINISTRATIVE PRACTICES

(Please Check)

Note: "Yes", indicates that this practice is consistently followed.
"No", indicates that the practice is rarely, if ever, followed.
"Occasionally", indicates that the practice is followed on an irregular or partial basis.

	Yes	No	Occasionally or Partially
1. Do you usually visit each classroom at least once a month?			
2. Do you provide for intervisitation of classes by teachers with other schools?			
3. Do you provide for teacher participation in curriculum work on school time?			
4. Do you have a program for the evaluation of pupil achievement in academic subjects?			
5. Does your school have a definite, written philosophy of education?			
6. Does your school have a continual program for the development of the curriculum?			
7. Do you provide for citizens to contribute to the children's learning experience?			
8. Do you provide a handbook for teachers which states the policies of the school?			
9. Do you have a specific plan for the orientation of new teachers?			

	Yes	No	Occasionally or Partially
10. Do you retain permanently only those teachers who show high professional promise?			
11. Do you provide for social activities which include the entire staff?			
12. Do you have a definite system of teacher evaluation?			
13. Do you encourage visitation to pupil homes?			
14. Do you know each pupil in your school well enough to call him by name?			
15. Do you accompany students on field trips?			
16. Do you hold open-house events for parents?			
17. Do you provide opportunities for teachers and parents to work on school problems cooperatively?			
18. Do you issue bulletins to parents on matters concerning the school?			
19. Do you arrange for demonstrations and exhibitions of school work?			
20. Do you live in the community which your school serves?			
21. Do you provide for the observance of Texas Education Week?			
22. Do you provide for the observance of American Education Week?			
23. Do you use local radio for school programs?			
24. Does your school have a student council or comparable organization?			

	Yes	No	Occasionally or Partially
25. Do you encourage school assemblies?			
26. Does your school issue a regular school newspaper?			
27. Does your school participate in inter-scholastic events?			
28. Does your school participate in inter-scholastic competition in areas other than athletics?			
29. Do you have responsibility for the selection and assignment of the teachers in your school?			
30. Do you have the responsibility for making the daily and weekly time allotments within your school?			
31. Do you have the responsibility for determining the content and subject areas within your school (within the state law)?			
32. Are you responsible for determining the specific methods of instruction used in your school?			
33. Are you responsible for the selection of textbooks used in your school?			
34. Do you prepare the budget for your school?			
35. Are you consulted regarding the general policies of the school system?			
36. Are you clearly recognized as the responsible head of the school unit with authority to plan, with the faculty group and community, and carry out a program for the school?			

	Yes	No	Occasionally or Partially
37. Does your school board have a clear, written policy regarding your role as an elementary principal?			
38. Is pressure used to cause teachers to join T.S.T.A. and N.E.A.?			

39. Please make additional comments concerning the elementary school principalship not covered by any of the preceding.